

### STUDENT OBJECTIVES

- Analyze elements of style, including word choice, sentence structure, and tone
- Compare and contrast the styles of different writers

### RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary**, p. 326
- **Teaching Model**, “Examples of Literary Style,” p. 327
- **Practice Worksheets**, Levels A and B, pp. 328–329
- **Reteaching Worksheet**, p. 330

### Teach

1. **Introducing Style:** Display copies of two paintings with similar subjects, such as two portraits or two landscapes. The artwork should be by two artists with very different styles, such as Rembrandt and Warhol, or Michelangelo and Grandma Moses.
  - Point out that the two pictures portray similar subjects, but in very different ways, and that they represent two different **styles** of painting.
  - Ask students what makes the pictures so different. Have them identify distinctive elements of each style, describing color palette, line, brush strokes, amount of detail, realism vs. abstraction, and so on.
  - Tell students that in a literary work, an author's **style** depends on the kinds of words and sentences he or she uses. An author's word choices, sentence structures, and patterns of organization all create a distinctive impression, just as an artist's choices do.
2. **Teaching Style:** Distribute the **Lesson Summary**, and preview the **Academic Vocabulary**. Then guide students through the **Here's How** steps.
  - **Word Choice:** Help students identify the kinds of words used in each passage in the **Example** of formal, informal, journalistic, and literary style. (*Sample: Formal: Sophisticated words and phrases, include: pleasure, company, requested, gala, celebration, “5 June” which is British structure, and “in honor of”; Informal: Slang words include: Hey, bash, bud, and the phrase “Be there or be square!” The contraction we're is also casual; Journalistic: Neutral words report the facts only: birthday, party, will, be held; Literary: Phrases such as “salute the birth,” “the master of hi-jinks,” and “festive fete” use the literary devices of imagery and alliteration and create a cheerful sound and mood.*)
  - **Syntax:** Guide students to answer the questions in **Step 2**, applying them to the four passages in the **Example**. (*The passages in informal and journalistic style use short, simple sentences. The passages in formal and literary style use long, complex sentences; both contain two clauses along with prepositional phrases. The informal passage includes a fragment.*)
  - **Tone:** Help students analyze the tone, or attitude, of each **Example** passage. (*The journalistic passage has an objective, matter-of-fact tone; the informal passage has a casual, lighthearted tone; the formal passage has a serious tone; and the literary passage has a flattering, good-humored tone.*)

## STYLE, CONTINUED

- **Compare and Contrast:** After students read **Step 4**, use the **Teaching Model** and **Guided Practice** below to help them compare and contrast the literary styles of different writers.

**3. Guided Practice.** Distribute the **Teaching Model**, “Examples of Literary Style,” and help students analyze the differences in style between the two literary passages. Lead a discussion with the following questions.

- Ask: What are the differences in word choice between the two passages? (*Sample: The passage from “The Happy Foreigner” uses elevated language, such as “which she tried to make her personal haven” and includes similes—“the personality of a dog,” “the character of a kennel”—and rich descriptions—“wash of rain” and “tarry drops.” The passage from “Cricket in the Road,” in contrast, uses slang and informal language such as “Toss for it” and “Tail bound to come.”*)
- Ask: What are the differences in sentence structure? (*Sample: “The Happy Foreigner” has long, complex sentences; “Cricket in the Road” has mainly simple, straightforward sentences.*)
- Ask: What are the differences in tone? (*Sample: “The Happy Foreigner” conveys a sad, depressed tone, while “Cricket in the Road” has a sulky tone.*)

**QUICK CHECK.** Read the passage aloud to students. Then ask the questions that follow.

The train was coming, louder. They stood by the satchels on the platform and saw it coming. Laura did not know how they could get the satchels on the train. Ma’s hands were full, and Laura had to hold onto Mary. The engine’s round front window glared in the sunshine like a huge eye. The smokestack flared upward to a wide top, and black smoke rolled up from it. A sudden streak of white shot up through the smoke, then the whistle screamed a long wild scream. The roaring thing came rushing straight at them all, swelling bigger and bigger, enormous, shaking everything with noise.

—from *By the Shores of Silver Lake*, by Laura Ingalls Wilder

1. Does the writer use mostly abstract or mostly concrete words? (*concrete*)
2. What imagery conveys the frightening mood? (*The personification of the train as a monster, with its front window glaring in the sunshine “like a huge eye” and the whistle screaming “a long wild scream” conveys the mood.*)
3. Does the passage use mostly simple or mostly complex sentences? (*simple*)
4. What effect does sentence structure and length create? (*They build suspense and increase the feeling of the child’s terror and fear at the unfamiliar engine.*)
5. What tone does the writer convey toward the child’s situation? (*The tone is sympathetic.*)
6. Is the style of the passage journalistic or literary? (*literary*) Explain. (*The writer uses imagery and figures of speech to convey the tone, rather than reporting facts objectively.*)

## Practice and Apply

Activities involving style appear on pp. 328–329.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

### Answer Key: Practice Worksheet A

1. *c*
2. *informal*
3. *b*
4. *formal, sophisticated (some may say literary, because of the dramatic tone)*

### Answer Key: Practice Worksheet B

1. *Passage a*
2. *Images include “The top of the buggy caught the air like a parachute or an umbrella filled with wind”; “they floated downward with a gentle motion”; “this great crack in the earth”; “crash after crash far above their head”; “echoed as the earth came together where it had split”; “stones and chunks of clay rattled around them on every side.”*
3. *Passage a*
4. *The figurative language is the simile: “The top of the buggy caught the air like a parachute or an umbrella filled with wind.”*
5. *The tone of the first passage is terrifying; the tone of the second passage is neutral and objective.*
6. *Students are likely to prefer the tone of Baum’s passage and should support their choice with examples of word choice, sentence structure, or tone.*

## Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should answer at least three items correctly.
- **Practice Worksheet B:** Students should answer questions 1 and 3 correctly and should provide complete answers close to the sample responses for at least three of the remaining items. They should cite elements of style for their choice in item 6.

For students who need reteaching, review the **Student Lesson Summary**. Focus on the passages in the **Example: Style** and have students brainstorm other examples of all four styles applied to one subject such as a letter announcing a school field trip or performance. Then have students complete the **Reteaching Worksheet**, p. 330.

### Answer Key: Reteaching Worksheet

1. *c*    2. *b*    3. *b*    4. *b*    5. *a*    6. *a*